1. BASIC INFORMATION

Course	Psychological assessment
Degree Program	Degree in Psychology
School	Facultad de Ciencias Biomédicas y Deporte
Year	First
Credits (ECTS)	6 ECTS
Credit type	Basic
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S2
Academic year	2025-2026
Coordinating professor	

2. PRESENTATION OF THE COURSE

Psychological assessment is a key component of psychological work. Devices of scientific assessment are necessary for adequate describing, diagnosis, predicting, explaining or changing the behaviour of all subjects under examination. This course facilitates skills to action in each of these areas.

The aim of this course is to offer a comprehensive view of psychological assessment as a conceptual and methodological discipline, and as a professional activity. Also, the course objective is to show an overview of the complexity of assessment, which involves not only testing, but also a process of decision-making for answering relevant questions that arise in the different applied fields. During the course, we will see a presentation of relevant issues from basic theory (theoretical perspectives, ethics) and methodology (validity, reliability, item response theory) to technology and modes of assessment (tests, instruments and equipment for measuring behavioral operations). Finally, we attempt to unify this diverse field by offering full coverage of all areas, such as clinical, educational, work and organizational psychology.

3. LEARNING OUTCOMES

Knowledge:

CON01. Recognise the principles that define and articulate psychology as a scientific discipline, including its theories, methods and areas of application

CON04. Identify the qualities, abilities, personal skills, as well as aspects of professional ethics and legislation necessary for the job performance of the psychologist in different professional fields

CON06. Describe the evaluation and intervention methods and the work tools most used by the different current trends in psychological intervention.

- Define concepts necessary to conduct a psychological assessment (e.g. measurement, psychodiagnosis, behavioural assessment).

- Describe how to carry out a complete psychological assessment process in different areas of psychology.

- Identify the first tools to successfully complete a psychological assessment process in different fields of psychology: clinical and organisational.

Skills:

HAB03. Apply appropriate principles, techniques and knowledge to assess, diagnose, explain, treat, modify and prevent mental disorders or any other behaviour relevant to health and disease processes based on the needs and demands of the recipients.

HAB05. Provide feedback to the recipients of requested services using appropriate communication strategies.

HAB06. Analyse relevant data relating to human behaviour, individual and social, and the context in which it occurs, in order to make informed judgements on social, scientific or ethical issues.

- Analyse ethical issues relevant to the assessment process.

- Manage an assessment and feedback interview.

- Apply communication skills needed in the assessment process.

Competences:

CP03. Design, implement and evaluate psychological interventions aimed at health promotion, disease prevention and improvement of well-being, through the understanding and modification of psychological, behavioral and social factors that affect health and disease processes from a biopsychosocial perspective.

CP04. Describe and measure variables (personality, intelligence and other aptitudes, attitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.

CP12. Analyse and interpret the results of psychological assessment.

CP13. Provide feedback to recipients in an appropriate and accurate manner.

CP22. Combine analysis with critical thinking in the evaluation of different professional ideas or opportunities and their potential for error, based on objective evidence and data leading to effective and valid decision-making.

CP24. Demonstrate ethical behavior and a commitment to social and environmental responsibility in the performance of problem-based activities, as well as sensitivity to inequality and diversity, and respect for fundamental rights, including sexual freedom and the prevention of sexual violence

4. CONTENTS

The contents of the course are listed below:
- Block I: Introduction to psychological assessment. The psychological assessment process
- Block II: The psychological interview
- Block III: Techniques in psychological assessment
- Block IV: The assessment of intelligence, aptitudes and other cognitive processes

- Block V: Psychopathological assessment
- Block VI: Communicating the results: the feedback interview and the psychological report.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lecture
- Problem-based learning
- Project-based learning
- Simulated environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	8
Practical seminars	22
Case studies	16
Problem-solving	14
Design of intervention strategies and plans	12
Independent working	68
Debates and discussions	8
In-person assessment tests	2
TOTAL	**150**

7. CONTINOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course/module grade:

Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	30-50%
Case study/problem scenario	10-30%
Objetive Structured Competency Evaluation (ECOE)	20-30%
Strategy design projects and intervention plans	10-20%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be "fail" even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be "failed" obtaining a final grade of 4.0 (out of 10).

Delivery of activities

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as "not submitted".

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

Attendance

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as "failed", according to the evaluation regulations of the Universidad Europea de Andalucía.

7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

Delivery of activities

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as "not presented".

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Date
Case study/problem scenario	Week 11-14
Objetive Structured Competency Evaluation (ECOE)	Week 16
Strategy design projects and intervention plans	Week 15
In-Person assessments test	Week 17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. REFERENCES

The reference work for the follow-up of the course is:

- Fernández-Ballesteros, R. *Encyclopedia of Psychological Assessment: Volume 1: A – M.* SAGE Publication.

- Fernández-Ballesteros, R. *Encyclopedia of Psychological Assessment: Volume 2: N – Z.* SAGE Publication.

- Fernández-Ballesteros, R. (2011). *Evaluación Psicológica.* Madrid. Pirámide.

- Fernández-Ballesteros, R. (2013). *Evaluación Psicológica.* Madrid. Pirámide. (e-book)

- Groth-Marnat, G. & Wright, A. J. (2016). *Handbook of Psychological Assessment.* New Jersey: Wiley

- Kaplan, R. M. & Saccuzzo, D. P. (2013) *Psychological Assessment and Theory: Creating and using Psychological Tests.* Canada: Wadsworth Cengage Learning

10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: orientacioneducativa@universidadeuropea.es

11.   ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.